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ABSTRACT

The Vineland Social Maturity Scale (VSMS), despite its limitations, is an excellent clinical technique and includes psychometric and questionnaire characteristics. It is a good single measure of adaptive behavior. The VSMS Profile in this paper uses content categories different from the original Scale, but based upon the same items. It lends itself to identifying personal-social strengths and weaknesses of youngsters and special education students. The Profile is recommended to school counselors, school psychologists, and teachers. (Author)

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VINELAND SOCIAL MATURITY SCALE PROFILE

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Abstract

The Vineland Social Maturity Scale (VSMS), despite its limitations, is an excellent clinical technique and includes psychometric and questionnaire characteristics. It is a good single measure of adaptive behavior. The VSMS Profile in this paper uses content categories different from the original Scale, but based upon the same items. It lends itself to identifying personal-social strengths and weaknesses of youngsters and special education students. The Profile is recommended to school counselors, school psychologists, and teachers.

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The Vineland Social Maturity Scale (VSMS), despite its limitations, is an excellent clinical technique (Pedrini & Pedrini, 1966). It is more clinical than psychometric in nature, even though the VSMS results in a quantitative score. It is more than a questionnaire and more than a rating scale. The interview technique is helpful in obtaining data relevant for counseling and remediation. The behavior-observation technique is helpful in assessing interview-validity and social-interaction. The VSMS is a good single measure of adaptive intelligence or adaptive behavior, especially for youngsters.

The VSMS appears to have inspired other scales. Some of them are included in various mental measurements yearbooks (e.g., Buros, 1972). Many studies have been generated by this Scale.

Profiles for the Vineland are not new. In his book, the author of the VSMS, Doll (1953, p. 577) included a profile that was developed by Myer. Profiles were also developed by Iscoe (1960) and Holroyd (1966). Pedrini and Pedrini (1966) re-grouped the VSMS items using logic and reasonableness. The Profile presented in this paper uses the newer content areas. It is different in other respects also, e.g., in inclusion of scoring criterion, and in format. The ability levels of youngsters in various areas of personal-social functioning can be readily noted. Pre-school, early-school, and special-education students could profit from this kind of analysis. The VSMS Profile is recommended and should be helpful to school counselors, school psychologists, and teachers.

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VINELAND SOCIAL MATURITY SCALE PROFILE

Name _____ School _____ Address _____

B.D. _____ L.A. _____ S.A. _____ Informant _____ Relationship to Client _____

	YEARS: 0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-15	15-18	18-20	20-25	25+
I. Drinking, Eating	11 16	20 25 28 30 33	38 39				62	67		75							
II. Dressing, Cleansing		21	35 37 40 42	47 50	51 52 54		64 65	70	74				86				
III. Moving, Walking	2 3 5 6 8 9 12 13 15	18 23 26 29 32	41	45													
IV. Communicating: Understanding, Speaking, Reading, Writing	1 10 17	31 34	44			58	63	66	73		78 79 81	84		90 91			
V. Playing, Working	7	19 22 24	36 43	48	55	57			71 72		80	82	89		98	106	107 108 111 113 114 116
VI. Relating, Socializing	4 14	27		46 49	56	59		68 69					85 88			103 104	109 110 115 117
VII. Self-Directing, Buying					53	60 61				76 77		83	87	92 93 94 95	96 97 99 100 101	102 105	112

Scoring for the Vineland Social Maturity Scale Profile:

+ items are those tasks the client does perform regularly; such items receive full credit.

+0 items are those tasks the client does not perform but could perform regularly if presented with the occasion; such items receive full credit.

± items are those tasks which the client is developing and are sometimes performed correctly; such items receive half credit.

-0 items are those tasks the client does not perform because of some special restraint and could not perform regularly if presented with the occasion; such items receive no credit.

- items are those tasks the client cannot and does not perform; such items receive no credit.

VINELAND SOCIAL MATURITY SCALE PROFILE

Name_____School_____Address_____

B.D._____L.A._____S.A._____Informant_____Relationship to Client_____

	0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-15	15-18	18-20	20-25	25+
I. Drinking,	11	20	38				62	67		75							
Eating	16	25	39														
		28															
		30															
		33															
II. Dressing,		21	35	47	51		64	70	74				86				
Cleansing			37	50	52		65										
			40		54												
			42														
III. Moving,	2	18	41	45													
Walking	3	23															
	5	26															
	6	29															
	8	32															
	9																
	12																
	13																
	15																

	0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-15	15-18	18-20	20-25	25+
IV. Communicating:	1	31	44			58	63	66	73		78	84		90			
Understanding, Speaking,	10	34									79			91			
Reading, Writing	17										81						
V. Playing,	7	19	36	48	55	57			71		80	82	89		98	106	107
Working		22	43						72								108
		24															111
																	113
																	114
																	116
VI. Relating,	4	27		46	56	59		68					85			103	109
Socializing	14			49				69					88			104	110
																	115
																	117
VII. Self-Directing,					53	60				76		83	87	92	96	102	112
Buying						61				77				93	97	105	
														94	99		
														95	100		
															101		

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